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ABSTRACT

This module on rationale for cooperative relationships is one of a set of three on cooperative relationships and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) historical developments of cooperative relationships; (2) significance of cooperative education; and (3) current attitudes toward cooperative programs. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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ED163255

Common Core Curriculum
for Vocational Education

B-1

RATIONALE FOR COOPERATIVE RELATIONSHIPS

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Category B:

COOPERATIVE RELATIONSHIP

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in Californica. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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RATIONALE FOR COOPERATIVE RELATIONSHIPS

Module Objective

Upon the satisfactory completion of this module, a student will be able to summarize and discuss the rationale for cooperative relationships. More specifically, the objectives of this module are to state in writing or to present orally:

(1) The major historical events leading up to present day cooperative programs.

(2) The importance of cooperative programs.

(3) The current attitudes toward cooperative programs.

Module Overview

In determining the rationale for cooperative programs, three aspects need to be examined. First, in order to have a better appreciation of cooperative education (CE) as it exists today, a look at the historical development of CE is required. Such a look would involve for example the Guild Era, the growth of the apprenticeship program, and federal legislation.

Second, the value of CE as one of the important aspects of vocational education needs to be determined. Value judgments should be based on the opinions expressed by trainees and personnel from schools, business/industry, and the community.

The third aspect involves looking at the educational trends for the inclusion of cooperative programs. As the explosion of new knowledge and technology continues, it becomes increasingly more important that schools and the world of work develop a hand-in-glove relationship.

A tremendous challenge faces those associated with vocational education. The present as well as the future requires vocational educators not only to equip young people with job entry skills but also to provide training so that workers can make satisfactory adjustments when updating and retraining are required.

This module is divided into the following lessons:

(1) Historical Development of Cooperative Relationships

(2) Significance of Cooperative Education

(3) Current Attitudes Toward Cooperative Programs

Resource Materials For Completing The Activities In This Module

Barlow, Melvin L. "200 Years of Vocational Education, 1776-1976," American Vocational Journal, Vol. 51, No. 5 (May, 1976), pp. 21-88.

Beall, J. Glenn Jr. "Vocational Education: '76 and Beyond," American Vocational Journal, Vol. 51, No. 5 (May, 1976), pp. 12, 16.

Bell, Terrel H. "Vocational Education: '76 and Beyond," American Vocational Journal, Vol. 51, No. 5 (May, 1976), p. 10.

Burkett, Lowell A. "A Look to the Future," American Vocational Journal, Vol. 51, No. 5 (May, 1976), pp. 92, 94, 95.

California. Work Experience Education: A Handbook for California Secondary Schools. Developed by the California Association of Work Experience Educator in Cooperation with the California State Department of Education. Sacramento: Office of State Printing, 1976.

Elsman, Max (ed.). Education and Work, Vol. 2, No. 21 (October 19, 1976), pp. 3-6.

Evans, Rupert N. Foundations of Vocational Education. Columbus: Charles E. Merrill, 1971.

Ivins, Wilson H., and William B. Runge. Work Experience in High School. New York: The Ronald Press Company, 1951.

Javits, Jacob K. "Vocational Education: '76 and Beyond," American Vocational Journal, Vol. 51, No. 5 (May, 1976), pp. 96, 98.

Law, Gordon F. (ed.). Contemporary Concepts in Vocational Education. Washington, D. C.: American Vocational Association, 1971.

Law, Gordon F. Cooperative Education. Chicago: American Technical Society, 1970.

Leighbody, Gerald B. Vocational Education in America's Schools: Major Issues of the 1970's. Chicago: American Technical Society, 1972.

Mason, Relph E., and Peter G. Gaines. Cooperative Occupational Education. Danville: The Interstate Printers and Publishers, 1965.

Mathews, David. "Vocational Education: '76 and Beyond," American Vocational Journal, Vol. 51, No. 5 (May, 1976), p. 114.

Meyers, Warren G., Mary K. Klaurens, and Richard D. Ashmum, (eds.). A Guide for Cooperative Vocational Education. Minnesota: University of Minnesota Press, 1969.

Perkins, Carl D. "Vocational Education: '76 and Beyond," American Vocational Journal, Vol. 51, No. 5 (May, 1976), pp. 102, 104, 114.

Roberts, Roy W. Vocational and Practical Arts Education. 2nd ed. New York: Harper and Row Publishers, 1965.

Williams, Harrison A. "Vocational Education: '76 and Beyond," American Vocational Journal, Vol. 51, No. 5 (May, 1976), pp. 100, 102.

Woolschlager, Ruth B., and E. Edward Harris. Business Education--Yesterday, Today, and Tomorrow. Reston: National Business Education Association, 1976.

RATIONALE FOR COOPERATIVE RELATONSHIPS

Lesson One: Historical Development Of Cooperative Relationships

Objective

A student upon satisfactory completion of this lesson will be able to state in writing or present orally the major historical events preceding present day cooperative programs.

Overview

There are numerous historical events that have influenced vocational education. It is not the intent of this lesson to delve into the broad historical aspects of vocational education, but instead to emphasize those events which have particular relevance to cooperative programs. For example, reference is made to guilds, apprentices, pertinent federal legislation, and to philosophical attitudes concerning vocational education.

Suggested Activities

(1) Briefly trace the apprenticeship movement from its early beginning to present day programs. Prepare a 2-3 page paper and submit to instructor.

(2) Explain the guild movement and point out similiarities it had to cooperative programs of today. Share this information with other students and/or instructor.

(3) Explain to the instructor why Dean Herman Schneider might be considered the father of work-study programs of the 20th century.

(4) What were some of the philoscphical attitudes toward vocational education at the time the Smith-Hughes Act was formulated? (Refer to Gerald B. Leighboy, Vocational Education in America's Schools: Major Issues of the 1970's.)

(5) Discuss with other class members federal legislation of 1963, 1968, and 1976, and explain why it was of particular importance to cooperative education.

(6) After reviewing the suggested references for this lesson, briefly describe to the class and/or instructor the significant events and legislative acts that were instrumental and influential in the development of the different types of cooperative programs operating in the schools today. Also indicate which events have resulted in major contributions to cooperative programs in your specialty area of vocational education (agricultural, business, home economics, industrial education).

Suggested Resources

Barlow, Melvin L. "200 Years of Vocational Education, 1776-1976," American Vocational Journal, Vol. 51, No. 5 (May, 1976), pp. 21-88.

California. Work Experience Education: A Handbook for California Secondary Schools, Developed by the California Association of Work Experience Educator in Cooperation with the California State Department of Education. Sacramento: Office of State Printing, 1976.

Evans, Rupert N. Foundations of Vocational Education, Columbus: Charles E. Merrill, 1971.

Ivins, Wilson H., and William B. Runge. Work Experience in High School. New York: The Ronald Press Company, 1951.

Law, Gordon F. (ed.). Contemporary Concepts in Vocational Education. Washington D. C.: American Vocational Association, 1971.

Leighbody, Gerald B. Vocational Education in America's Schools--Major Issues of the 1970's. Chicago: American Technical Society, 1972.

Mason, Ralph E., and Peter G. Haines. Cooperative Occupational Education. Davnille: The Interstate Printers and Publishers, 1965.

Roberts, Roy W. Vocational and Practical Arts Education. 2nd ed. New York: Harper and Row Publishers, 1965.

Upon successful completion of assigned activities, proceed to Lesson 2.

RATIONALE FOR COOPERATIVE RELATIONSHIPS

Lesson Two: Significance Of Cooperative Education

Objective

Upon satisfactory completion of this lesson, a student will be able to state in writing or present orally the importance of cooperative education.

Overview

Cooperative education involves the community, not only in an advisory capacity, but also in a partnership arrangement as well. Such cooperative approaches afford on-the-job work experience which is deemed the most realistic approach to meaningful education.

The activities of this lesson cover the various aspects of cooperative education such as advantages and disadvantages, manpower assessments, capital investment and equipment needs, and acquisition of desirable attitudes including regular attendance, promptness, speed, quality, and efficiency in work habits.

Suggested Activities

(1) After reading Part I of Cooperative Education,

a. List five common elements of cooperative education (CE).

b. John Dewey advocated providing students with on-the-job experience. On one occasion he said, "The only adequate training for occupations is learning through doing". In a 2-3 page paper analyze this statement giving your interpretation and personal reaction.

c. Discuss the value and merit of cooperative education in relation to student, school, business and industry, and community. Summarize as to what you think are the major contributions of cooperative programs to each of the groups. Share the summaries with other students and/or insturctor.

(2) After reading Chapter I of A Guide for Cooperative Vocational Education, by Warren Meyers and others, answer the following questions. Report orally or in written form to the instructor.

a. What are several ways that CE provides added relevance to curriculum and instruction?

b. Why does CE offer better application of learning?

c. How does CE extend training to additional occupations and students?

d. How does CE improve balance in vocational capabilities?

e. Explain why CE has a built-in manpower training control.

f. What are several ways in which CE develops closer relationships with the community?

g. How does CE improve vocational guidance?

(3) After reading Chapter 10 of Business Education: Yesterday, Today, and Tomorrow, by Ruth B. Woolschlager and E. Edward Harris, answer the following questions. Discuss the answers with other class members and/or insturctor.

a. What importance has the National Advisory Council on vocational education placed on CE?

b. What evidence is there that CE is necessary or that it is effective?

(4) After reading Evan's article in Contemporary Concepts in Vocational Education, answer the following question.

What are several of the inherent advantages and disadvantages of CE? Discuss these with the instructor.

Suggested Resources

Law, Gordon F. (ed.). Contemporary Concepts in Vocational Education. Washington, D. C.: American Vocational Association, 1971.

Law, Gordon F. Cooperative Education. Chicago: American Technical Society, 1970.

Meyers, Warren G., Mary K. Klaurens, and Richard D. Ashmum, (eds.). A Guide for Cooperative Vocational Education. Minnesota: University of Minnesota Press, 1969.

Woolschlager, Ruth B., and E. Edward Harris. Business Education--Yesterday, Today, and Tomorrow. Reston: National Business Education Association, 1976.

Upon successful completion of assigned activities, proceed to Lesson 3.

RATIONALE FOR COOPERATIVE RELATIONSHIPS

Lesson Three: Current Attitudes Toward Cooperative Programs

Objective

A student upon satisfactory completion of this lesson will be able to state in writing or present orally the current attitudes toward cooperative programs.

Overview

An attempt is made in this lesson to present the most current thinking and attitudes of national leaders--U. S. senators, a U. S. representative, Secretary of HEW, a former Secretary of Labor, a former U. S. Commissioner of Education, a sociologist, a manpower expert, and others--concerning general and vocational education. More specifically, the lesson looks at the role of cooperative programs as an important part of the total education picture. Trends and influences which have had an effect on vocational education include labor markets, advisory boards, handicapped, women, and minorities.

Educational philosophies are explored as to how and when to provide or integrate basic academic skills and vocational education. Willard Wirtz, former Secretary of Labor, has said that to continue the separation of the liberal arts and vocational education is to "make the separate but equal mistakes all over again," and what is needed is a mixture of academic and vocational education for almost everyone, with opportunities to "step out" to explore career alternatives.

Suggested Activities

(1) Read the following six references, each having the same title: "Vocational Education: '76 and Beyond," from the May, 1976 American Vocational Journal. Keep in mind that the primary emphasis of this module is on cooperative programs, one of the important facets of vocational education. As you begin this activity, it is suggested that you read Activity 2.

a. After reading "Vocational Education: '76 and Beyond" by Terrell H. Bell, answer the following questions.

1. Explain the relationship between the labor market and vocational education.

2. Why is cooperative education such a valuable source of education as competition for jobs heightens and as the knowledge explosion is intensified?

3. According to Bell, former U. S. Commissioner of Education, what is the educational trend in the years ahead?

4. Explain what former Commissioner Bell meant when he said, "We should liberalize vocational education and vocationalize liberal education."

b. After reading "Vocational Education: '76 and Beyond" by U. S. Senator J. Glenn Beall of Maryland, answer the following questions.

1. According to Senator Beall, how important is a baccalaureate degree in terms of a majority of available jobs?

2. What percentage of available jobs are for the unskilled?

3. At what level of educational preparation is there a great demand for employees?

4. According to Senator Beall, what are the several areas in which vocational education needs to be improved?

c. After reading "Vocational Education: '76 and Beyond: by U. S. Senator Jacob Javits of New York, answer the following questions.

1. Senator Javits stated that, ". . . we need to develop a more effective interrelationship between education and work." Discuss his statement.

2. What should be the status of vocational education, according to Senator Javits?

3. List the primary challenges of vocational education as viewed by Senator Javits.

d. After reading "Vocational Education: '76 and Beyond" by Senator Harrison A. Williams of New Jersey, answer the following question.

1. Summarize Senator Williams' article as to what should constitute the major thrust of vocational education in the coming years.

e. After reading "Vocational Education: '76 and Beyond" by U. S. Representative Carl D. Perkins of Kentucky, answer the following questions.

1. What challenge does Representative Perkins give to instructors and administrators of vocational education?

2. What is the general public's attitude toward vocational education as viewed by Representative Perkins?

f. After reading "Vocational Education: '76 and Beyond" by David Mathews, former Secretary of HEW, answer the following questions.

1. He states, "Today, I cannot envision a future for vocational education without a renewed and enlightened sense of community needs and community involvement." Discuss this viewpoint with class members.

2. How would you compare the trend of cooperative education today with education during the Colonial era?

(2) Summarize the trends which lie ahead for vocational education as seen by the authors of the above six articles and indicate to which of the trends cooperative programs can make a significant contribution.

(3) Read "A Look to the Future" by Lowell Burkett, AVA Executive Director, and summarize in a 2-page paper the future of vocational education as viewed by Burkett and show how cooperative education can appropriately be part of it.

(4) Describe the general attitude of the members of the 94th Congress concerning cooperative education?

(5) After reviewing Evaluating Vocational Education--Policies and Plans for the 1970's, answer the following questions.

1. In the 1970's, which occupations are expected to have the most rapid rates of increase in employment?

2. What is expected to be one of the main factors that will cause vocational education to become more attractive to young people, their parents, and the community?

3. Why has cooperative education not been more widely used in schools?

(6) After reading Education and Work, answer the following questions.

1. Elliot Richardson, former Secretary of Commerce, has indicated that academic/vocational/general tracking should be replaced. Explain how he would change educational tracking.

2. How does Richardson propose to bring students and educators into direct contact with the world of work?

3. How can students, teachers, counselors be kept informed of job market trends and projections?

4. What is meant by the term "hair shirt work ethic"?

5. Eli Ginzberg, a Columbia University manpower expert, discusses the basic skills vs vocational education. Summarize his discussion.

6. What is the parallelism, made by Ginzberg, between the labor market of today and the rise of the Nazi party under Adolph Hitler?

7. Briefly explain Ginzberg's transition plan from school-to-work.

8. Willard Wirtz, former Secretary of Labor, discusses the assumption that more schooling leads to better jobs at higher pay. Explain the reality of this assumption.

9. According to Wirtz, what could be the answer to the abruptness of the school-to-work transition?

10. What were Wirtz's concluding remarks to educators in terms of training young people?

(7) As assigned by the instructor, an individual student or a class representative will contact the following to determine opinions concerning present and future CE programs.

a. a legislator or congressman

b. parents

c. employers

d. school officials

e. vocational coordinators/directors of cooperative programs concerning their perception of current attitudes toward cooperative programs.

Suggested Resources

Beall, J. Glenn Jr. "Vocational Education: '76 and Beyond," American Vocational Journal, Vol. 51, No. 5 (May, 1976), pp. 12, 16.

Bell, Terrel H. "Vocational Education: '76 and Beyond," American Vocational Journal, Vol. 51, No. 5 (May, 19760) p. 10.

Burkett, Lowell A. "A Look to the Future," American Vocational Journal, Vol. 51, No. 5 (May, 1976), pp. 92, 94, 95.

Elsman, Max (ed.). Education and Work, Vol. 2, No. 21 (October 19, 1976), pp. 3-6.

Javits, Jacob K. "Vocational Education: '76 and Beyond," American Vocational Journal, Vol. 51, No. 5 (May, 1976), pp. 96, 98.

Leighbody, Gerald B. Vocational Education in America's Schools: Major Issues of the 1970's. Chicago: American Technical Society, 1972.

Mathews, David. "Vocational Education: '76 and Beyond," American Vocational Journal, Vol. 51, No. 5 (May, 1976), p. 114.

Meyers, Warren G., Mary K. Klaurens, and Richard D. Ashmum, (eds.). A Guide for Cooperative Vocational Education. Minnesota: University of Minnesota Press, 1969.

Perkins, Carl D. "Vocational Education: '76 and Beyond," American Vocational Journal, Vol. 51, No. 5 (May, 1976), pp. 102, 104, 114.

Williams, Harrison A. "Vocational Education: '76 and Beyond," American Vocational Journal, Vol. 51, No. 5 (May, 1976), pp. 100, 102.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

RATIONALE FOR COOPERATIVE RELATIONSHIPS

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student:	This pre/posttest is designed to assess your knowledge of the information presented in the module on Rationale for Cooperative Relationships. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. Indicate the date and major features of each of the below acts:

   Morrill Act:

   Smith-Hughes Act:

   George-Dean Act:

2. Explain the contribution of Dean Herman Schneider to cooperative education.

3. Explain why federal legislation in 1963, 1968, and 1976 was of particular importance to cooperative education programs.

4. Explain the English guilds as they pertain to cooperative education.

Pre/Posttest (continued)

5. What were some of the philosophical attitudes toward vocational education at the time the Smith-Hughes Act was being formulated?

6. List significant values of cooperative education in relation to the following:

   Values to students:

   Values to the school:

   Values to business and industry:

   Values to the community:

7. Why does cooperative education have a built-in control of available manpower?

8. What are some of the inherent advantages of cooperative programs?

9. What are some of the inherent disadvantages of cooperative programs?

10. Why is cooperative education such a valuable source of education as competition for jobs heightens and as the knowledge explosion is intensified?

11. What percentage of available jobs are for the unskilled?

Pre/Posttest (continued)

12. At what levels of educational preparation are there demands for employees?

13. List five areas in which vocational education needs to be improved or expanded.

14. What is expected to be one of the main factors that will cause vocational education to become more attractive to young people, their parents, and the community?

15. Why has cooperative education not grown faster in the past?

16. Explain the general attitude of young people concerning the labor market of today.

Return this test to your instructor.

RATIONALE FOR COOPERATIVE RELATIONSHIPS

ANSWER KEY

MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) Morrill Act: The original Morrill Act became law in 1862. Under this act land-grant colleges and agriculture experiment stations were established.

   Smith-Hughes Act: This law was passed in 1917. It provided first direct federal aid to vocational education on the secondary level. The basic purpose of this act was to promote vocational education in a cooperative relationship between the federal government and the states. Through this act, the Federal Board for Vocational Education was created.

   George-Dean Act: This act became law in 1936. One of the chief features of the act was the specific provision for distributive occupations. Funds for the maintenance of diversified occupations programs were continued and substantially liberalized.

2. (L1) In 1906, Schneider inaugurated cooperative education into his engineering program at the University of Cincinnati. He believed that engineers could be better educated if they spent part of their school career in employment and if the school program could be related to what students had learned on the job.

3. (L1) In 1963, Congress passed the Vocational Education Act. In 1968 and 1976, amendments to the 1963 act were passed. As a result of these enactments, cooperative education programs have funds available to reimburse employers for their added costs as a result of participating in programs where special consideration is given to disadvantaged and dropout-prone youth. Also, funds can be used for transportation and salaries of instructors who coordinate programs.

4. Guilds were organizations of merchants and craftsmen that were formed for mutual protection of members of the group. The guilds carried on a system of vocational education which provided the only educational opportunity for working people of the Middle Ages. Such education provided on-the-job experience, especially apprenticeship programs, much like cooperative programs of today.

Pre/Posttest Answer Key (continued)

5. (L1) There were generally three philosophies expressed during the time the Smith-Hughes Act was being considered. One philosophy concerned the equality of educational opportunity. It was expressed that high school curriculums were designed only for the needs of youth who were preparing for college, which in those days represented a small majority of the students. Another group raised the question of whether vocational education was the only, or even the best, curriculum alternative to preparation for college. A third controversy concerned liberal arts vs utilitarian education. There were those who held distrust for liberal education calling it education for the aristocratic elite and the leisure class.

6. (L2) Values to Students

a. Students have the opportunity to learn useful employment skills on real jobs under actual working conditions.

b. Interest in classroom work is stimulated by the application of academic and job related learning to job situations.

c. As wage earners, students develop understanding, appreciation and respect for work and workers.

d. The ability to get and hold a job helps young people develop a mature and realistic concept of self.

Values to the School

a. The school which conducts cooperative programs is able to extend educational opportunities that are beyond its own physical and financial resources.

b. Skills and knowledge of outstanding individuals outside the school are utilized in the training of young people.

c. Teachers, guidance counselors and school administrators are provided with improved opportunities to keep in touch with changing employment conditions.

d. The cooperative program is a living demonstration of the concept that education is indeed a community-wide responsibility.

Values to Business and Industry

a. Employers are assisted in analyzing jobs and devising training outlines.

b. The private sector is provided with a real opportunity to take an active part in a community service.

c. Both employers and labor unions, who participate in cooperative programs, receive the benefits of the school's testing and guidance services.

d. Local people are prepared for local employment--in the employer's way, under his own supervision.

e. Classroom instruction gives student-learners a more thorough knowledge of job-related theory and knowledge.

Values to the Community

a. The number of young people who fail to make a successful transition from school to work is diminished, thus reducing the proportion of those who may become wards of society.

b. A continuing pattern of school-community relationships is developed.

c. The cooperative program helps improve the community's pattern of job stability by giving local students job skills and civic competence.

7. (L2) The manpower appeal to other groups dealing with manpower problems. Some of these features may be described as follows:

a. The number of persons training for an occupational field is limited to the number of available training stations (employing firms) unless an alternating plan is used in which two students hold one job.

b. Advisory committees representing employers and employees are an essential feature of cooperative vocational education. These committees counsel the school on the manpower supply and demand problem.

c. Cooperative vocational education should be started only after adequate employment, demographic and other essential data have been collected, analyzed and a favorable report is made.

d. Cooperative vocational education promises to have a stabilizing effect on the labor market because of its occupational tryout and guidance features.

e. Cooperative vocational education is equipped to help disadvantaged and handicapped youth become well-adjusted members of the labor force in quantities that can be absorbed

f. Cooperative vocational education consistently yields high placement records, high employment stability, and high job satisfaction.

8. (L2) The advantages of cooperative programs are (1) quick adaptability to change; (2) quick response to the labor market; (3) lower capital investment in space and equipment and access to up-to-date specialized equipment; (4) stimulation of desirable attitudes

Pre/Posttest Answer Key (continued)

toward work--promptness and regular attendance, and realistic attitudes toward speed, quality, and efficiency; (5) improvement of placement rates; (6) availability of training to small groups or even an individual. Other types of vocational education programs require at least ten students in a given occupational field before the program can be operated economically.

9. (L2) The disadvantages of cooperative programs are (1) lack of adequate and suitable work stations in small communities; (2) strong employer agreements; for example, all persons laid off must be recalled before new employees are hired. Under such conditions, cooperative students are often not permitted to work; (3) problems created with union shop seniority regulations; (4) more requests for cooperative training than available employment opportunities; and (5) economic recessions which result in layoff of cooperative students. In such periods, a rapid response to the labor market becomes a disadvantage rather than an advantage.

10. (L3) Because a trainee is associated with business/industry and also with an educational institution, he is better able to keep up with n e w procedures and technology as well as receive relevant on-the-job experience.

11. (L3) The percentage of available jobs for the unskilled is about 5%.

12. (L3) There are demands for employees who have educational preparation for skill and middle management positions.

13. (L3) Listed below are six areas in which vocational education needs to be improved or expanded: (The test question asks that five areas be listed.) (1) Enhance its public image; (2) provide more work experience opportunities; (3) address the needs of the handicapped and disadvantaged; (4) improve the coordination of training programs with job opportunities and other manpower efforts; (5) upgrade and strengthen vocational counseling; and (6) improve follow-up activities and program evaluation. (These areas were designated by U. S. Senator Beall.)

14. (L3) Less traditional employment opportunities for college degree graduates. The supply of graduates continues to increase more rapidly than job openings. Teachers, engineers, and scientists are currently the leading instances of those seeking employment in overcrowded occupations.

15. (L3) Because cooperative education requires special, time-consuming attention to each student and because the concept must be sold to employers to enlist their cooperation, it has not shown rapid growth.

16. (L3) According to Gottlieb, a University of Houston sociologist, the young people of today are better educated, believe in equality for all, and believe that "playing the game" will lead to the good life. Young people are interested less in job security and high wages than in living a comfortable life. There is no evidence that either the young or the poor have worse attitudes toward work than before, but education alone cannot lead to more meaningful work.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education